

2006-2007 Report Card - Floral Street School

Floral Street School (02710020)

Todd A Curtis, Principal

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Working together...

Planting the seeds of lifelong learning

Cultivating cooperation, compassion, and confidence

Building integrity in a respectful community

...Our gift to the future

Enrollment - 2006-07			
	School	District	State
Total Count	745	5,900	968,661
Race/Ethnicity (%)			
African American or Black	1.5	2.1	8.2
Asian	20.5	12.3	4.8
Hispanic or Latino	4.6	4.7	13.3
Multi-race, Non-Hispanic	0.8	1.4	1.7
Native American	0.1	0.1	0.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.2
White	72.5	79.4	71.5
Gender (%)			
Male	50.7	50.6	51.4
Female	49.3	49.4	48.6
Selected Populations (%)			
Limited English Proficiency	5.6	2.9	5.6
Low-Income	7.7	9.1	28.9
Special Education	11.0	15.7	16.9
First Language Not English	17.4	12.2	14.9

Grades Offered: 01, 02, 03, 04

Educator Data - 2006-07			
	School	District	State
Total Number of Teachers	46	364	73,176
Percentage of Teachers Licensed in Teaching Assignment	93.5	98.1	95.4
Total Number of Teachers in Core Academic Areas	42	316	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.8	97.2	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.2	2.8	4.9
Student/Teacher Ratio	16.1 to 1	16.2 to 1	13.2 to 1
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	93.5	-	-
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.8	-	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.2	-	-

Floral Street School: 2006 AYP Data

	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	425	424	100	Yes	816	89.8	Yes	1.2	Yes	96.6	-0.3	Yes	Yes
Lim. English Prof.	26	26	-	-	33	77.3	-	-	-	95.9	-0.6	-	-
Spec. Ed.	51	51	100	Yes	106	71.5	No	6.5	Yes	96.5	-0.5	Yes	Yes
Low Income	33	33	-	-	57	80.7	-	-	-	95.7	0.4	-	-
Afr. Amer./Black	10	10	-	-	17	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	72	72	100	Yes	124	95.0	Yes	2.8	Yes	96.0	-0.7	Yes	Yes
Hispanic	13	13	-	-	22	79.5	-	-	-	95.5	-0.9	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	329	328	100	Yes	650	89.3	Yes	0.7	Yes	96.8	-0.1	Yes	Yes

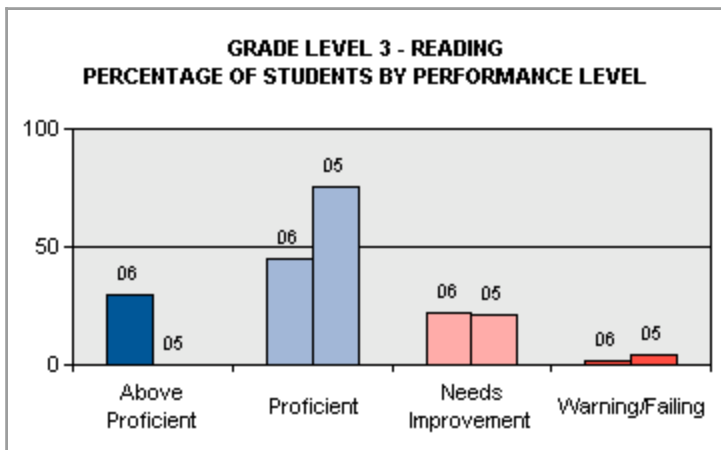
MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data						2006		
	Participation				Performance			Improvement		%	Attendance		AYP 2006
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target		Change	Met Target	
Aggregate	423	423	100	Yes	412	84.5	Yes	3.9	Yes	96.6	-0.3	Yes	Yes
Lim. English Prof.	26	26	-	-	19	-	-	-	-	-	-	-	-
Spec. Ed.	50	50	-	-	52	55.3	-	-	-	96.5	-0.5	-	-
Low Income	33	33	-	-	30	67.5	-	-	-	95.7	0.4	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	72	72	-	-	64	94.1	-	-	-	96.0	-0.7	-	-
Hispanic	13	13	-	-	12	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	327	327	100	Yes	324	84.0	Yes	3.9	Yes	96.8	-0.1	Yes	Yes

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes	

Floral Street School: 2006 MCAS Data - By Grade, Subject and Subgroup

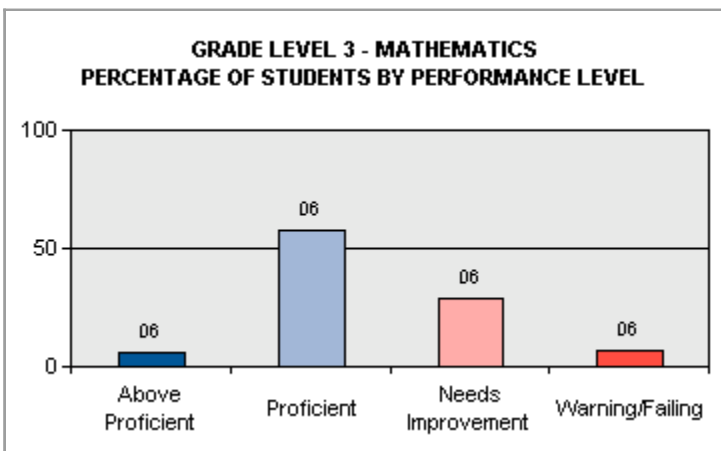
GRADE LEVEL 3 - READING																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	23	100	13	39	39	9	84.8	74	99	9	39	43	8	83.4	11819	100	5	24	47	25	69.4
LEP/FLEP	8	-	-	-	-	-	-	21	100	5	43	33	19	71.4	6371	100	5	22	49	24	64.5
Low Income	12	100	8	58	25	8	87.5	38	100	16	42	37	5	84.2	21670	100	7	28	48	17	71.3
African American/Black	4	-	-	-	-	-	-	6	-	-	-	-	-	-	5921	100	7	29	49	15	72.0

Asian or Pacific Islander	37	100	38	46	14	3	93.2	78	100	42	44	13	1	94.6	3611	100	22	40	32	7	84.8
Hispanic	5	-	-	-	-	-	-	14	100	14	36	36	14	78.6	8689	100	5	24	50	22	66.6
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	283	100	11	38	38	13	79.5
White	161	100	30	44	24	2	91.1	403	100	34	44	21	2	92.6	52023	100	21	45	29	5	87.5
Other Subgroups																					
Male	114	100	25	46	26	3	90.1	265	100	29	43	25	3	90.6	36301	100	16	40	35	9	82.1
Female	93	100	38	43	17	2	92.7	236	100	40	44	15	1	94.5	34278	100	21	41	32	7	84.8
Title I	11	100	-	9	64	27	45.5	21	100	-	14	67	19	53.6	23562	100	8	30	48	15	72.6
Non-Title I	196	100	32	47	20	1	93.9	480	100	36	45	18	1	94.1	47017	100	23	46	27	5	88.9
Non-Low Income	195	100	32	44	22	2	91.5	463	100	36	44	19	2	93.1	48909	100	23	46	27	4	88.8
LEP	5	-	-	-	-	-	-	17	100	-	41	35	24	66.2	4627	100	3	17	51	29	59.4
FLEP	3	-	-	-	-	-	-	4	-	-	-	-	-	-	1745	100	12	34	43	10	78.0
1st Yr LEP*	3	-	-	-	-	-	-	4	-	-	-	-	-	-	517	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	5	23	47	26	61.3
All Students																					
2006	207	100	30	45	22	2	91.3	501	100	34	44	20	2	92.4	70751	100	18	40	34	8	83.4
2005	197	-	N/A	75	21	4	91.1	464	-	N/A	78	20	3	92.9	71445	-	N/A	62	31	7	85.2



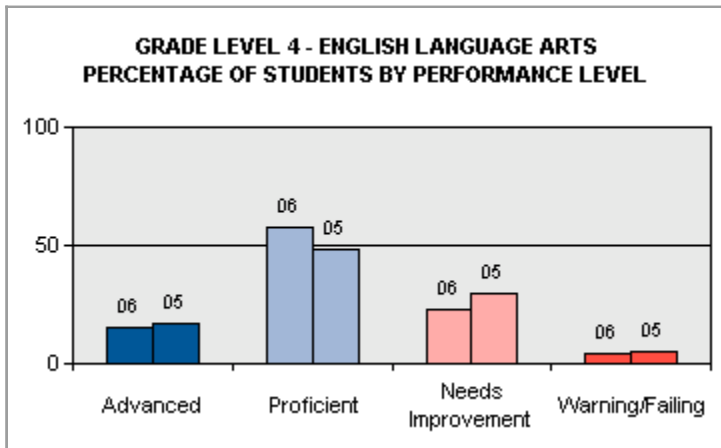
GRADE LEVEL 3 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	23	100	-	39	22	39	64.1	74	99	1	35	31	32	68.6	11827	100	1	22	36	41	61.5
LEP/FLEP	8	-	-	-	-	-	-	21	100	-	48	33	19	72.6	6372	100	2	28	34	36	61.6
Low Income	12	100	-	25	67	8	70.8	38	100	3	39	42	16	73.0	21666	100	1	30	38	31	64.4
African American/Black	4	-	-	-	-	-	-	6	-	-	-	-	-	-	5921	100	1	28	39	32	63.0
Asian or Pacific Islander	37	100	16	54	30	-	91.2	78	100	14	65	21	-	93.9	3618	100	8	55	26	11	83.7
Hispanic	5	-	-	-	-	-	-	14	100	-	29	50	21	66.1	8693	100	1	25	37	37	60.1
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	282	100	2	43	38	18	75.8
White	160	100	4	59	28	8	85.6	402	100	6	64	22	8	87.9	52037	100	5	53	31	11	82.3

Other Subgroups																					
Male	114	100	4	55	31	10	83.8	265	100	6	60	23	10	85.8	36317	100	4	48	31	16	78.5
Female	92	100	9	62	26	3	89.7	235	100	8	66	22	4	90.6	34290	100	4	47	33	16	77.5
Title I	11	100	-	9	64	27	59.1	21	100	-	19	48	33	59.5	23563	100	2	32	38	28	66.2
Non-Title I	195	100	7	61	27	6	87.9	479	100	8	65	22	6	89.3	47044	100	5	56	29	10	84.0
Non-Low Income	194	100	7	60	26	7	87.4	462	100	8	65	21	6	89.3	48941	100	5	56	29	9	84.0
LEP	5	-	-	-	-	-	-	17	100	-	41	35	24	69.1	4635	100	1	23	35	42	57.4
FLEP	3	-	-	-	-	-	-	4	-	-	-	-	-	-	1738	100	4	42	32	22	72.7
1st Yr LEP*	3	-	-	-	-	-	-	4	-	-	-	-	-	-	539	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	-	24	34	42	57.3
All Students																					
2006	206	100	6	58	29	7	86.4	500	100	7	63	23	7	88.1	70741	100	4	48	32	16	78.0
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



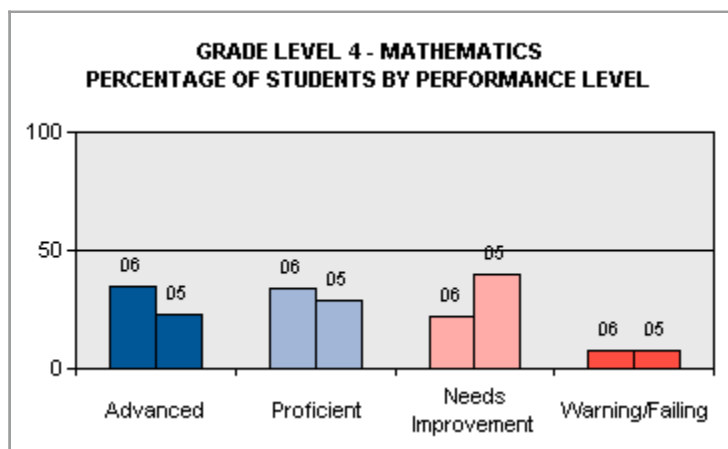
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	28	100	-	25	54	21	71.4	73	100	1	25	49	25	70.5	12698	100	1	15	48	36	59.8
LEP/FLEP	8	-	-	-	-	-	-	21	100	-	43	43	14	75.0	6182	100	2	20	46	31	60.1
Low Income	15	100	7	33	40	20	71.7	42	100	7	33	40	19	72.0	21707	100	2	25	49	24	65.5
African American/Black	6	-	-	-	-	-	-	9	-	-	-	-	-	-	6115	100	2	25	49	24	65.1
Asian or Pacific Islander	30	100	20	77	3	-	99.2	59	100	19	64	15	2	93.2	3675	100	14	43	33	9	82.2
Hispanic	5	-	-	-	-	-	-	8	-	-	-	-	-	-	8608	100	2	22	48	29	62.2
Native American	1	-	-	-	-	-	-	2	-	-	-	-	-	-	225	100	4	33	47	16	73.4
White	159	99	14	56	26	4	90.1	385	100	14	56	25	5	89.8	52519	100	9	47	37	7	82.9
Other Subgroups																					
Male	90	100	8	57	30	6	87.5	234	100	9	56	28	7	87.4	36664	100	5	38	43	14	75.7
Female	111	99	21	59	18	3	93.2	229	100	19	57	22	3	91.8	34518	100	11	46	35	9	82.2
Title I	0	-	-	-	-	-	-	7	-	-	-	-	-	-	23263	100	3	26	50	21	66.9
Non-Title I	201	100	15	58	23	4	90.7	456	100	14	56	25	5	89.7	47919	100	10	49	34	7	84.6
Non-Low Income	186	99	16	60	22	3	92.2	421	100	15	58	24	3	91.3	49475	100	10	49	34	6	84.7

LEP	7	-	-	-	-	-	-	13	100	-	38	38	23	69.2	4051	100	1	13	46	40	53.1
FLEP	1	-	-	-	-	-	-	8	-	-	-	-	-	-	2131	100	5	34	46	15	73.3
1st Yr LEP*	2	-	-	-	-	-	-	3	-	-	-	-	-	-	507	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	83	99	1	24	49	25	62.3
All Students																					
2006	201	100	15	58	23	4	90.7	463	100	14	56	25	5	89.6	71277	100	8	42	39	12	78.8
2005	211	-	17	48	30	5	86.3	500	-	19	48	28	5	87.0	72618	-	10	40	40	10	78.5



GRADE LEVEL 4 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	27	100	7	15	33	44	61.1	72	100	4	15	43	38	63.5	12729	100	3	12	46	39	57.1
LEP/FLEP	8	-	-	-	-	-	-	21	100	14	33	38	14	73.8	6200	100	7	15	46	32	58.2
Low Income	15	100	27	7	47	20	66.7	42	100	14	24	43	19	68.5	21764	100	6	15	51	28	60.3
African American/Black	6	-	-	-	-	-	-	9	-	-	-	-	-	-	6127	100	4	14	52	30	57.9
Asian or Pacific Islander	30	100	70	27	3	-	98.3	59	100	49	37	7	7	92.4	3682	100	28	29	34	9	81.8
Hispanic	5	-	-	-	-	-	-	8	-	-	-	-	-	-	8644	100	5	13	49	33	57.0
Native American	1	-	-	-	-	-	-	2	-	-	-	-	-	-	226	100	9	22	50	18	69.9
White	159	100	31	36	24	8	87.3	385	100	25	33	35	7	84.6	52633	100	17	28	44	10	77.2
Other Subgroups																					
Male	89	100	31	36	22	10	86.0	233	100	24	35	32	9	84.4	36766	100	15	25	45	15	73.8
Female	112	100	38	33	22	6	88.6	230	100	29	31	33	6	85.1	34586	100	15	25	45	15	72.8
Title I	0	-	-	-	-	-	-	7	-	-	-	-	-	-	23325	100	7	17	51	26	61.7
Non-Title I	201	100	35	34	22	8	87.4	456	100	27	34	32	8	85.2	48027	100	19	29	42	10	79.0
Non-Low Income	186	100	36	37	20	7	89.1	421	100	28	34	32	6	86.4	49588	100	19	30	42	9	79.1
LEP	7	-	-	-	-	-	-	13	100	8	31	46	15	69.2	4069	100	4	11	45	39	52.6
FLEP	1	-	-	-	-	-	-	8	-	-	-	-	-	-	2131	100	13	22	47	19	69.0
1st Yr LEP*	2	-	-	-	-	-	-	3	-	-	-	-	-	-	522	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	83	100	4	14	52	30	57.8
All Students																					

2006	201	100	35	34	22	8	87.4	463	100	27	33	33	8	84.8	71417	100	15	25	45	15	73.3
2005	211	-	23	29	40	8	81.6	500	-	20	32	39	8	81.1	72668	-	14	27	45	15	73.7



Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

African American or Black. A person having origins in any of the black racial groups of Africa.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities: (same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

Web Resources

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=02710020
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/